



Annual Performance Reporting Smaller Learning Communities Program (SLCP)

2007 Grantee Guidance

Tuesday, December 15, 2009

U.S. Department of Education

Office of Elementary and Secondary Education

OVERVIEW

1. Annual Performance Report Guidance Letters

2. Year 2 APR: Web Tool Review and Updates

- School- and District- Level Data (Excel Workbooks)
- District -Level Project Director Narrative
 - *Executive Summary*
 - *Goals and Objectives*
 - *Challenges and Lessons Learned*
 - *Budget Narrative*
- ED 524B Cover Sheet
- Project Director APR Certification
- Independent Evaluation Report
- Evaluation Report Cover Sheet
- Project Director Evaluation Certification

OVERVIEW

3. Year 3 APR: Overview

- District Narrative (**Covering 10/1/09– 2/26/10**)
 - *Executive Summary*
 - *Goals and Objectives*
 - *Challenges and Lessons Learned*
 - *Budget Narrative – Projected Carryover*
- ED524B Cover Sheet

4. Communicating with your Program Officer

5. Continuation Award Process

6. Conclusion

APR GUIDANCE LETTERS

Year 2 (10/1/08 – 9/30/09) APR guidance letter:
emailed to the project director on record with the
Department, on Friday, October 23, 2009.

Year 3 (10/1/09 – **2/26/10****) APR (narrative only)
guidance letter will be issued to the project director
on record with the Department on *Thursday,*
December 17, 2009.

About the Reports
 Required Excel Settings
 User's Guide
 Submission Process
 FAQs
 Get NCES ID#
 Help / Contact Us
 Home

PROJECT DIRECTORS:
 You have signed out.
[Sign in](#)

Who should use this site...

Only SLC Grantees from **Cohort 5 and beyond** who are filling out Annual Performance Reports or Evaluation Reports should use this site.

Before you begin...

Please be sure to carefully read the instructions in the [User's Guide](#) on how to complete the Annual Performance Report.

Required Excel settings...

When using the Excel Workbook Templates we have provided, you must [adjust your application settings](#) in order to successfully use the Workbooks and all their features.

DEADLINES

2005 SLC Grantees: January 14, 2010

2006 SLC Grantees: March 25, 2010

2007 SLC Grantees - Year 2: January 21, 2010

2007 SLC Grantees - Year 3 (narrative only): March 18, 2010
 [GUIDANCE FORTHCOMING]

2008 SLC Grantees: March 25, 2010
 [GUIDANCE FORTHCOMING]

Links to instructional content

Project Director signs in with username / password

Excel Workbook (School-Level Data)

Please see the ***User's Guide*** online at www.slcapr.ed.gov for complete step-by-step instructions on how to download, open, and complete the Excel Worksheets.

Excel Workbook (School-Level Data)

Changes have been made to the

- Graduation Rate worksheet
- Placement Rate worksheet

Excel Workbook (School-Level Data)

Graduation Rate Worksheet (Table 3.b.)

1	A	B	C	D
2	Student Demographic Category	Number of Students Eligible to Receive a Regular Diploma	Number of students Receiving a Regular Diploma	Graduation Rate
3	TOTAL	YOU enter data point	YOU enter data point	Auto filled

SLC grantees are required to report only the aggregate data point for APR purposes.

Excel Workbook (School-Level Data)

Placement Rate Worksheet (Table 3.c.)

1	A	B	C	D	E
2	Student Demographic Category	Total Number of Students Receiving a Regular Diploma	Number of students for which post-graduation outcomes are known.	Number of graduates who enrolled in postsecondary education, apprenticeship, or advanced training for the semester following graduation.	Percentage of graduates who enrolled in postsecondary education, apprenticeships, or advanced training.
3	TOTAL	Autofilled	YOU enter data point	YOU enter data point.	Autofilled

SLC grantees are required to report only the aggregate data point for APR purposes.

Excel Workbook (District-Level Data)

<http://www.slcapr.ed.gov/District/ExcelUsersGuide2009.cfm#overview>

The User Guide States:

- All grantees must submit reports at both the school- and district-levels. This applies even to districts that have only one school participating in their SLC grant - for such districts, the school- and district-level reports will be identical.
- For most of the information collected through the APR, the electronic tool will automatically aggregate all school-level data into a single, summative district-level report.
- **For Table 3.d (Other Outcome Measures), Project Directors must manually enter data into the district-level report.** the district-level report will not automatically aggregate the AP/IB passing rate figure in Row 7.

Excel Workbook

School and District-Level Data:

Frequently Asked Question (FAQ):

We will not receive our student's test outcome data until February 2010. How do I address this with my program officer?

1. The project director on record with the Department must contact their grant program officer as soon as possible.
2. Inform the program officer which data may not be available by your grant APR submission deadline.
3. Indicate the date you expect the data to be available.
4. Keep your grant program officer informed.

The grantee is still responsible for completing ALL other sections of the APR on time.

District-Level Project Director Narrative

The district narrative reporting template requires grantees to provide the same level of detail and data as last year.

The only differences are “cosmetic” in nature. All sections that you must complete are now shaded in yellow.

District-Level Project Director Narrative

Executive Summary

Include Accomplishments and Improved Student Outcomes

- Established new Freshman Academies with common teacher teams
- Trained all participating teachers in advisory curriculum
- Establishment/increase of teacher common planning time
- Increased Teacher Buy-In
- Increased number of students completing AP coursework
- Increased number of graduates and enrollment in PSE

District-Level Project Director Narrative

Executive Summary

Key Personnel Turnover

- Project Director Left
- Principal, Superintendent or Other Key Leadership Replaced
- High Rates of Teacher Turnover

Emergent and Ongoing Challenges

- Implementation barriers resulting from collective bargaining
- Inability to gain buy-in among critical personnel
- Non-participation or non-cooperation from one or more SLC schools
- Possibility of state or district-takeover and/or school restructuring under Title I.

NOTE: Within the body of the narrative report, we expect to see more detail about these or other self-reported challenges.

District-Level Project Director Narrative

Executive Summary

FAQ:

Is there anything the Executive Summary should not include?

Requests for budget changes

Requests for program-related changes

District-Level Project Director Narrative

Goals and Objectives Chart

Program Objectives/ Milestones List your original program objectives and milestones as stated in your grant proposal. <u>Provide the page # where each appears in your original application.</u>	Status Describe whether you have met the stated objective or milestone on time by stating: <ul style="list-style-type: none"> the indicator (how you're measuring your progress toward the objective); annual target; the outcome, and whether objective was met. 	Comments Provide explanatory comments. For example, reasons why a planned objective or milestone was not attained on time, or a planned activity was not conducted as scheduled (<u>include a description of the steps and timeframe for addressing the challenges</u>).
HIGH SCHOOL #1: North HS		
Objective #1:personalize the school environment by instituting advisories for all students.(p. 12)	Indicator: % of students in advisories Annual target: 25% increase each year. (2007-08)Year 1: Did not implement advisories. Objective not met. (2008-09)Year 2: Implemented advisories for 50% of the students (all 9 th and 10 th graders). Objective met.	After some delays during year one, North HS ramped up our efforts train teachers and ensure all 9 th grade students were assigned to advisories at the start of the 2008 school year. We will continue to build in for one additional grade each year.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

Who should complete this section?

The District- level chart: Project director, with the help of lead staff at each school site.

School- level chart: Key personnel at each school are the ideal staff (principals, assistant principals, site coordinators, lead teachers), with guidance from the project director.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

We have only one school participating in our grant project. Do we have to fill out both the district level and the school-level charts?

It depends.

- If your original grant application includes “district-level” goals/objectives/milestones, then you should complete both the district- and the school-level goals and objectives chart.
- If your grant application includes only school-level goals/objectives/milestones, then you need only complete the “school-level” goals and objectives chart.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

Should I include Year 1 data in this section?

Yes. This allows you and your program officer to more efficiently assess your progress and to determine how best to describe the extent to which you have been able to make progress toward each objective/goal/milestone.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

What level of detail do I need to provide?

- Be clear when describing who is implementing key activities. Is it the site coordinator? Teachers? Project director? Technical assistance providers?
- Be clear about the SCOPE and SCALE of your efforts. (example: Advisories. Across which grades? How frequent? Is there an advisory curriculum? Are teachers trained?)
- Again, look to your Year 1 report.

If you identified a challenge or reason for delayed or lack of implementation, you should describe clearly and in adequate detail how you have worked to address the challenge(s) identified in your Year 1 APR goals and objectives chart.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

How is this chart different from our independent evaluator's report?

There may be some duplication in the “status” column, especially in cases where you are reporting quantitative outcome data (e.g. graduation rate goal, state test outcomes, etc.).

But the “**Comments**” column is a critical place for school staffs and key personnel to self-report why and how progress was or was not made, and more important, what is being done to improve the current status of the project.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

What do I need to write if we didn't meet our goal/objective?

Status column: The measure you used to make this determination.

Comments column: Why and/or how this occurred, and how you propose to make progress.

Example:

<u>Objective</u>	<u>Status</u>	<u>Comments</u>
Establish advisories For all 9 th graders	50% of 9 th grade class in advisories	Here you explain why you did not meet your objective to establish advisories for the entire class.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

What if we met our goal? Do I still need to write a comment?

Yes, explain your efforts that helped you to meet this goal.
Explain how you plan to sustain your successful implementation.

District-Level Project Director Narrative

Goals and Objectives Chart

FAQ:

What else should I address here?

Go back and review your Year 1 APR.

If you identified a challenge or reason for delayed or lack of implementation, you should describe clearly and in adequate detail how you have worked to address the challenge(s) identified in your Year 1 APR goals and objectives chart.

District-Level Project Director Narrative

Challenges and Lessons Learned

- Describe any lessons learned and/or challenges you have identified about your project from the data collected for this report.
- Describe how you addressed or plan to address these challenges, based on the information collected for this report.
- Please list any foreseeable events that may impact your grant project implementation.

District-Level Project Director Narrative

Challenges and Lessons Learned

Your responses to the questions in this section should describe:

- WHO and WHAT: Name specific schools, grade levels, strategies, to clarify the scope and scale of what is being impacted.
- WHEN the project director, the site coordinator, and/or other key personnel became aware of the challenges discussed.
- HOW and WHY: Describe the nature of the challenge or lesson learned.
- NEXT STEPS that you and other key personnel have taken and/or plan to take and when.

**** In your Year 2 APR (either in this section or in your goals & objectives charts, as appropriate) be sure to address the challenges/lessons learned you identified in your Year 1 APR.**

District-Level Project Director Narrative

Challenges and Lessons Learned

Types of issues may include:

- Frequent turnover of key personnel, including project directors, principals, and lead project staff at schools
- Budget management challenges
- Possibility that a participating school may need to be re-purposed for not meeting AYP
- Persistent lack of staff buy-in limits efforts

Budget Narrative e.(1).

TOTAL SLC BUDGET 2008-09				
Budget Category	Total Carryover (through the end of Project Year 2008-09)	Approved 2009-10 project year budget	Total available funds at start of 2009-10 project year	Comments (brief description of how carryover will be used; reason for carryover, etc.)
	<i>Column 2</i>	<i>Column 3</i>	<i>Column 4</i>	<i>Column 5</i>
Personnel				
Fringe				
Travel				
Equipment				
Supplies				
Contracts				
Construction				
Other				
Total Direct Costs				
Indirect Costs				
Training Stipends				
Total				

Budget Narrative: Carryover e.(2).

LEA Office Budget / High School Name:				
Budget Category	Total Carryover (through the end of Project Year 2008-09)	Approved 2009-10 project year budget	Total available funds entering the 2009-10 project year	Comments (brief description of how carryover will be used; reason for carryover, etc.)
Personnel				
Fringe				
Travel				
Equipment				
Supplies				
Contracts				
Construction				
Other				
Total Direct Costs				
Indirect Costs				
Training Stipends				
Total				

Budget Narrative: Carryover Narrative e.(3).

If you are not expending funds at the rate expected, explain why. Describe any significant changes to your budget resulting from modifications of project activities.

[*Example*] We currently have an extra \$50,000 in contract funds available in our contractual category because we have not been able to begin working with Vendor X to support our next phase of professional development. As we informed our program officer on 5/10/08, this one-year delay is due to a an unexpected, lengthy procurement approval process in our district. We anticipate receiving approval of the contract and are working with Vendor X to adjust the professional development schedule accordingly. We anticipate being unable to use about \$12,000 of these funds within the project period. We are communicating frequently with our ED program officer to keep them informed of how we'll use these unexpended funds.

Budget Narrative: Cost Sharing e.(4).

For projects that use non-federal contributions to support project activities—as identified in the ED524B Non-Federal Budget Form in your approved grant application—please complete the following chart for the 2008-2009 project year.

Budget Category	2008-09 Non-federal contributions (Proposed in Approved grant application)	ACTUAL 2008-09 Non-federal contributions	Comments
Personnel			
Fringe			
Travel			
Equipment			
Supplies			
Contracts			
Construction			
Other			
Total Direct Costs			
Indirect Costs			
Training Stipends			
Total			

Coversheet

U.S. Department of Education Grant Performance Report Cover Sheet (ED 524B)

Complete ALL items in the coversheet.

PROJECT DIRECTOR APR CERTIFICATION

DO NOT CERTIFY YOUR APR:

- 1) If the data in the Excel workbook portion of your APR is not yet available from your State.

Instead, phone and e-mail your ED program officer no later than **Friday, January 8, 2010** to let them know what data is unavailable for you to be able to complete your APR and the date when you expect it will be available for you to submit.

The ED program officer will then respond with next steps.

- 2) If you are not the Project Director.

PROJECT DIRECTOR APR CERTIFICATION

DO NOT CERTIFY YOUR APR
UNTIL THE ENTIRE REPORT
HAS BEEN COMPLETED AND
UPLOADED.

PROJECT DIRECTOR APR CERTIFICATION

What if I *accidentally certified* but did not complete the APR?

If you accidentally certify **before** the January 21, 2010 deadline, contact the VIP Help Desk (703) 647-1655 .

If you accidentally certify **after** the January 21, 2010 deadline, e-mail **inas.el-sabban@ed.gov** .

Independent Evaluator's Report

This report will

- Provide an assessment of progress toward grantee goals and recommendations for program improvement.
- Be completed by an independent, third-party evaluator, and is submitted after EVERY school year during the grant period.
- Be written by an independent Evaluator. When the report is completed, the Evaluator must send it electronically to the SLC Project Director so he/she can upload and submit it through this website.

Independent Evaluator's Report

Task Page: 2008-09 Evaluation Report

Three parts to be completed under this section:

- Cover Sheet
- Upload evaluation report
- Project director certifies the evaluation report

Year 3 APR Narrative Report

This week (week of Dec. 14) all 2007 SLC Project Directors on record with the Department will receive a guidance letter for completing a Year Three (2009-2010) “initial” APR.

Only the narrative portion of Year 3 will be requested and due **Thursday, March 18, 2010.**

Timely submission is critical to informing the continuation award process.

Year 3 APR Narrative Report

Year 3 Initial APR narrative should cover the time period from October 1, 2009 – February 26, 2010.

What you must complete:

1. Year 3 Narrative Report:

- Exec Summary
- Goals and Objectives Chart
- Challenges and Lessons Learned
- Budget (this section will look different from the Year 2 APR template)

2. District-Level Cover Sheet

Year 3 APR Narrative Report

2007 Grantees will not report the following in your initial Year 3 (2009-10) APR:

- 1. Year 3 School-Level Outcome Data**
- 2. Year 3 District-Level Outcome Data**
- 3. Independent Evaluation Report**

Instead, these data will not be due until Winter 2011 (next year), after continuation award decisions have been made.

Year 3 APR Narrative Report

As we shared, only the budget section in the Year 3 APR narrative will look different from what you completed for your Year 2 (2008-09) APR.

The Year 3 budget section will require you to indicate your projected expenditures through **September 30, 2010**, as well as your estimated carryover balance from Years 1-3 (budget period 1).

Communicate in a
timely manner
with your grant program officer.

Continuation Award Process

Program Officers will:

- Review APRs Years 1-3
- Conduct select site visits* (Feb. – Mar. 2010)
- Conduct monitoring calls in Spring
(March – early April 2010)
- Use information from all of the above to recommend a final award decision.

Continuation Award Process

FAQ:

When will we find out whether we received a continuation award?

For grantees who submit complete APRs and respond in a timely fashion to additional requests for information (as needed), the SLC program office will forward continuation award recommendations to the Assistant Secretary for final review and approval in April 2010.

For grantees who submit incomplete information and/or do not provide the data required to make an informed recommendation, we may not forward recommendations until summer 2010.

Thank you for participating!

SLC APR Web Tool

<http://www.slcapr.ed.gov>

For technical support contact the Help Desk

(703) 647-1655 / SLCPSupport@vipconsulting.com

If you are a new project director *OR*

If you have grant-specific requests/questions

[Contact your ED program officer directly.](#)